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Helen G. Englebreck

Not to be taken from Room 100.

STATE NORMAL SCHOOL

BUFFALO, NEW YORK



SUMMER SESSION

JULY FIFTH TO AUGUST SIXTH
NINETEEN TWENTY-ONE

THE UNIVERSITY OF THE STATE OF NEW YORK

REGENTS OF THE UNIVERSITY, WITH YEARS WHEN TERMS EXPIRE

1926	Pliny T. Sexton, LL.B., LL.D., Chancellor.....	Palmyra
1927	Albert Vander Veer, M.D., M.A., Ph.D., LL.D., Vice-Chancellor	Albany
1922	Chester S. Lord, M.A., LL.D.....	Brooklyn
1924	Adelbert Moot, LL.D.....	Buffalo
1925	Charles B. Alexander, M.A., LL.B., LL.D., Litt. D.....	Tuxedo
1931	Thomas J. Mangan, M.A.....	Binghamton
1928	Walter Guest Kellogg, B.A., LL.D.....	Ogdensburg
1932	James Byrne, B.A., LL.B., LL.D.....	New York
1929	Herbert L. Bridgman, M.A.....	Brooklyn
1921	William J. Wallin, M.A.....	Yonkers
1923	William Bondy, M.A., LL.B., Ph.D.....	New York
1930	William P. Baker, A.M.....	Syracuse

ACTING PRESIDENT OF THE UNIVERSITY AND COMMISSIONER OF EDUCATION
Frank B. Gilbert, B.A., LL.D.

ASSISTANT COMMISSIONER AND DIRECTOR OF PROFESSIONAL EDUCATION
Augustus S. Downing, M.A., Ph.D., L.H.D., LL.D.

ASSISTANT COMMISSIONER FOR SECONDARY EDUCATION
Charles F. Wheelock, B.S., LL.D.

ASSISTANT COMMISSIONER FOR ELEMENTARY EDUCATION
George M. Wiley, M.A., Pd.D., LL.D.

CALENDAR

July 5th at 9:30 A. M. General Meeting for registration and instructions. Assembly Hall, Buffalo State Normal School. Sessions will be held daily, including Saturdays, from 8:30 A. M. to 2:00 P. M.

August 6th. Summer School closes.

LOCAL BOARD OF MANAGERS

Mr. Edward H. Butler, President.....	Buffalo
Hon. Henry W. Hill, Secretary and Treasurer.....	Buffalo
Mr. Robert W. Pomeroy.....	Buffalo
Mr. John M. Satterfield.....	Buffalo
Mr. Walter Platt Cooke.....	Buffalo
Mr. Thomas B. Lockwood.....	Buffalo
Mrs. Caroline Tripp Clement.....	Buffalo
Mrs. Mary Gowans Kiepe.....	Buffalo

FACULTY

Harry W. Rockwell.....Principal
Principal Buffalo State Normal School
Ernest C. Hartwell.....Special Advisor on Extension Curriculum
City Superintendent of Schools, Buffalo

INSTRUCTORS

Arthur J. Abbott.....Music
City Supervisor of Music, Buffalo
Charles P. Alvord.....Geography and English in
the Intermediate School
Deputy Superintendent of Schools, Buffalo
Gertrude M. BaconRural School Management and
Principles of Teaching
Superintendent of Teaching, Buffalo State Normal School
Charles B. Bradley.....Drawing
Head of Art Department, Buffalo State Normal School
Carl H. Burkhardt.....Physical Education
Director of Physical Education, City Department of
Education, Buffalo
Harriet L. Butler.....Primary Methods
Deputy Superintendent of Schools, Buffalo
Susan F. Chase.....Psychology
Instructor in Psychology, Buffalo State Normal School
Charles D. Cooper.....Geography
Superintendent of Practice Teaching, Brockport State Normal School
M. Elsie Davis.....Primary Number Work
Assistant Principal School No. 8, Buffalo
Jessie D. Ebert.....Penmanship
Supervisor of Penmanship, Hamburg Public Schools
Minnie GrovesPenmanship
Instructor in Penmanship, Buffalo State Normal School
Ernest C. Hartwell.....School Administration
City Superintendent of Schools, Buffalo
Walter D. Head.....Supervised Study
Head Master Nichols School, Buffalo
Frederick Houghton.....Adult Immigrant Education
Principal Public School No. 7, Buffalo
Harry W. Jacobs.....Drawing
Supervisor of Drawing, City Department of Education, Buffalo
Jane Keeler.....Composition and Grammar
Instructor Buffalo State Normal School
Ida L. Kempke.....Primary and Grammar Grade Literature
Head of English Department, Buffalo State Normal School

Henry A. Lappin.....English Literature
Professor of English Language and Literature,
D'Youville College for Women, Buffalo
Daniel Bell Leary.....Psychology and Philosophy of Education
Professor of Psychology, University of Buffalo
Mary H. Lewis.....Primary Aims and Methods
Principal of Park School, Buffalo
Elma G. Martin.....English and History
Associate Professor English, Wilson College, Chambersburg, Pa.
Beatrice Neudeck.....Librarian
Instructor Public School No. 12, Buffalo
Paul Nichols.....Music
Instructor in Music, Hutchinson High School, Buffalo
Nathan Peyser.....Adult Immigrant Education
Professor, College of the City of New York
J. F. Phillippi.....Arithmetic and Algebra
Head of Mathematics Department, Buffalo State Normal School
W. Howard Pillsbury.....Elementary Administration and
Classroom Management
Deputy Superintendent of Schools, Buffalo
P. Frederick Piper.....Science
Associate Professor Geology and Astronomy, University of Buffalo
Harry W. Rockwell.....History of American Education
Principal Buffalo State Normal School
Charles C. Root.....Standard Tests and Measurements
Head Education Dept., Buffalo State Normal School
Ruth E. Speir.....Music
Instructor in Music, Buffalo State Normal School
William E. Weafer.....Commercial Branches
Assistant Principal Hutchinson High School, Buffalo
Frederick P. Woellner.....Adult Immigration Education and History
Head of Dept. of Part-time Teacher Training, Buffalo State
Normal School
Nellie P. Howland.....Secretary to the Principal

GENERAL INFORMATION

ADMISSION

Any person who has taught or who intends to teach the coming year in the schools of the state will be admitted to the Summer Session. An appointment from the Commissioner of Education is not necessary. Tuition is free to all residents of New York State; others will pay a fee of \$10.00 for the session.

BOARD AND ROOM

Comfortable rooms in good homes near the school may be secured at about the following rates:

One person occupying a room, \$4.00 per week and upwards.

Two persons occupying a room, from \$3.00 to \$5.00 per week and upwards.

Room and board in same home (two in a room), from \$7.00 and upwards per week.

All inquiries concerning rooms and board should be addressed to the Student Committee, State Normal School, Buffalo, N. Y.

CREDIT

In obtaining credit for work completed at the Summer Session, the following regulations will obtain:

(1) Credit for each course of study completed at the Summer Session will be accepted as the equivalent of one-fourth of the regular session, September to June. Thus a candidate who has received credit for two summer sessions may complete the curriculum at the regular session in one and one-half years.

(2) A graduate of a high school curriculum approved by the Commissioner of Education, is eligible to complete any professional curriculum offered in a State Normal School by attending four summer sessions and one regular year, September to June.

(3) A graduate of a high school curriculum approved by the Commissioner of Education, who is a training class graduate with experience in teaching since graduation, is eligible to complete a professional curriculum by attending two summer sessions and one regular semester, 19 weeks, either from September to February, or February to June.

Note: Candidates conditioned in high school subjects should not expect to complete any regular curriculum offered within the time stated under "credit." No high school work is offered.

After September, 1921, the Normal School course will require three years for completion, rather than two years as heretofore. The credit value of the Summer Session as compared with the regular course must be consistently modified after that date.

CURRICULA

I. GENERAL NORMAL CURRICULUM

Candidates may receive credit for the General Normal Curriculum by electing subjects topically described in this catalog and marked thus [*].

I-A. KINDERGARTEN CURRICULUM

Applicants who are preparing to teach in Kindergarten or in Kindergarten Primary Work may enter classes in such subjects in the General Normal Curriculum as are a part of the Kindergarten or Kindergarten Primary Curriculum as laid down in our regular school catalog.

II. ACADEMIC CERTIFICATE CURRICULUM

Graduates of a four year high school course who have earned a Regent's academic diploma (issued since January 1, 1906) may secure an academic certificate enabling the holder to teach in a school district not maintaining an academic department by satisfactorily completing the prescribed course in a Summer Session of a State Normal School. Such certificate when issued will be valid for two years and may be extended one year for each summer course satisfactorily completed, after its issue, in a State Normal School.

On and after September 1, 1922, no teacher's academic certificate shall be extended more than three years beyond the original two years for which it was issued.

Applicants who are preparing to teach for the first time on an Academic Certificate must secure credit for Rural School Management and at least three of the subjects marked [*].

Applicants who are attending summer sessions in order to renew an Academic Certificate must carry four subjects marked [*], exclusive of those for which they may have received previous credit.

III. SPECIAL NORMAL (LIFE) CERTIFICATE CURRICULUM

This form of certificate has been withdrawn, but students who entered upon this course at the Summer Session of 1920 or earlier and who at the time of enrollment met the minimum requirement for admission will be permitted to complete their work in this course if continued and completed within the minimum period. Such students should have had on entrance, two years or more of High School work and six years of successful experience in teaching. On completion of four summer sessions a special normal life certificate will be granted, subject to the above conditions, provided the student completes satisfactorily a total of twenty courses distributed as follows: Arithmetic (2); Drawing (2); Music (2); Nature Study (2); Language, Grammar and Composition (2); Literature (2); Electives from General Normal Curriculum (8). These requirements presume the completion of five subjects during each of the four summer sessions.

IV. EXTENSION CURRICULUM

In co-operation with Superintendent Ernest C. Hartwell, of Buffalo, certain Extension Courses were planned and given in the Buffalo Normal Summer School during the summer of 1919. These courses made such a strong appeal to the teachers of Buffalo and vicinity that they attracted a large number who were eager to take advantage of the opportunity for professional growth which they offered. The policy was continued last summer and the large registration was ample proof of the popularity and need of such offering. Many of these courses have had a direct bearing on the prospective development of the Intermediate Schools in the City of Buffalo. This particular field will again receive special emphasis but in addition it should be noted that the Curriculum for the summer of 1921 includes a considerable quota of courses which will attract teachers of primary grades and include collegiate credit at the University of Buffalo and Canisius College.

V. VOCATIONAL HOMEMAKING CURRICULUM

The Buffalo State Normal School has been designated as the center for summer extension work and special training of teachers of domestic science and domestic art in State aided schools. The courses include Physiological Chemistry, Advanced Clothing Design and Shop Practice, The School Lunch Problem, Child Care and Training and Home Nursing, Project Method of Teaching, Relation of Homemaking Teacher to Community Problems, Homemaking in the Part-time School, Homemaking in Evening School. For particulars regarding courses address Miss Myrtle V. Caudell, Director, Homemaking Department, State Normal School, Buffalo.

VI. VOCATIONAL INDUSTRIAL CURRICULUM

Courses will be given in Woodworking, Electricity and Theory for Vocational teachers interested in these subjects. For details of courses and arrangements address Irving C. Perkins, Director Vocational Education Department, Buffalo State Normal School.

VII. ADULT IMMIGRANT EDUCATION CURRICULUM

The special training of teachers for evening and extension teaching among adult immigrants, as well as the instruction of other teachers engaged in teaching children and adults in immigrant education, will be granted certificates on the completion of courses named under Section 37.

COURSES

- 1.* Educational Psychology.
2. Philosophy of Education.
- 3.* History of American Education.
4. Administration of the Intermediate School.
5. Administration of the Elementary School.
- 6.* Class Room Management.
7. Studies in Elementary Education.
8. The Modern Progressive School.
9. Supervised Study.
10. Civic and National Problems.
11. English Poetry and Fiction since Tennyson.
- 12.* Primary Methods.
13. Standard Tests and Measurements.
- 14.* Child Psychology.
15. Mental Tests.

NOTE: The fifteen courses listed above will be credited for two semester hours each at the University of Buffalo or Canisius College. The maximum number of semester hours collegiate credit that may be gained in any one summer session is six.

16. Rural School Management.
- 17.* Principles and Types of Teaching.

- 18.* Grammar and Composition.
- 19.* Primary Literature.
- 20.* Grammar Grade Literature.
- 21.* Intermediate Grade Reading.
- 22.* Arithmetic (first five grades).
- 23.* Arithmetic (upper grades).
- 24.* Algebra.
- 25.* Geography.
- 26.* Geography and English in the Intermediate School.
- 27.* U. S. History.
- 28.* Nature Study.
- 29.* General Science.
- 30.* Physical Education.
- 31.* Drawing.
- 32.* Music.
- 33.* Penmanship.
34. Commercial Branches.
35. Vocational Homemaking.
36. Vocational Industrial.
37. Adult Immigrant Education.
38. The Maladjusted Child.

Courses marked * are regular courses in the General Normal Curriculum for which credit will be given toward a Normal diploma.

SYNOPSIS OF COURSES

(The order and numbering of courses 1-15 correspond to the list of courses of accredited collegiate standard in the University of Buffalo Summer Catalogue.)

1. Educational Psychology (Dr. Leary)

This course will be devoted to a detailed consideration of the fundamental principles of learning and studying. The neural basis of learning, the function and formation of habits, the nature of thinking, the study of improvement, transfer, discipline, interest, effort, the project, the socialized recitation and moral education will be the main topics. They will be studied with reference to the newer findings of psychology and a democratic conception of the meaning of education. (NOTE: This course should be taken by those who received credit for the Saturday morning class at the Normal School under Dr. Leary and if the course in educational measurements at the University is also taken during the summer, full credit for Educational Psychology, six semester hours, will be given by the university.)

2. Philosophy of Education (Dr. Leary)

A brief outline of the fundamental principles of education seen in the light of a study of its growth, its psychological bases, and the nature of a democratic society. The present position of the school as a social institution devoted to bringing about certain changes in society will be studied in detail. This course will aim to correlate the different studies of education which the student may have taken throughout his period of professional training.

3. History of American Education (Mr. Rockwell)

European background and influences considered only incidentally to assist understanding of American Education as developed through colonial and early national periods; half-century struggle to establish education as function of state; determining influence on education of recent social and industrial changes; major emphasis given to such current developments as Vocational Education, Education of Defectives, University Extension, Standard Tests, "Project" Idea, the Gary Plan, County Unit Consolidation, and others.

4. Administration of the Intermediate School (Mr. Hartwell)

The course in administration of the Intermediate Schools will include a discussion of the practical problems concerned in operating such schools. Members of the class will have the prints of the buildings and tentative courses of study. The arrangement of a program, the organization of the school, the problems of supervision, auditorium activities, departmentalized work and supervision of instruction will be included in the problems for discussion.

5. Administration of the Elementary School (Mr. Pillsbury)

This course will be based on Cubberley's Public School Administration. It will include a study of state, county and city organization, the Board of Education, the Superintendency, the Principalship and the Teaching Corps, grading and promotion, educational measurements, etc.

6. Classroom Management (Mr. Pillsbury)

A course in educational administration from the standpoint of the classroom. It will include such topics as the routine factors of the classroom; the hygiene of study and the classroom; discipline; records and reports, etc.

7. Studies in Elementary Education (Miss Lewis)

This course is designed to meet the needs of teachers of the first six grades and will consist of a study of practical class-room work in all the primary subjects based upon the real needs of children. It will provide for discussion of primary project work and the use of the "free-time" period. Emphasis will be laid upon the importance of the right attitude toward work and habits of study in the early stages of the education of children.

8. The Modern Progressive School (Miss Lewis)

This course is designed to define the function of a modern experimental school and its place as a real research laboratory in education.

Lectures and discussions will deal with the aims and ideals of such a school; its educational leader; its scope (kindergarten to college), its organization and administration. Also the selection and requirements of teachers; special teachers and heads of departments; co-operation among the teaching force with unity of purpose; teachers' meetings; committee meetings; the vital need of keeping alive professionally.

The great need of public enlightenment; who is responsible for it, how it is achieved, the study of modern social conditions and their bearing upon the education of children; the need of more natural conditions and environment for children; the curriculum; its content, with special study of subject matter and vital projects will be discussed at length.

9. Supervised Study (Mr. Head)

This course will begin with the examination of the history of supervised study and an examination of the various supervised study plans which have been tried out. The class will then take up in more detail the theory of supervised study and the various methods of administering it. Students in this course will be expected to report upon experiments in supervised study which they have observed and will be expected, as far as possible, to visit classes conducted under this method. The text-book will be Hall-Ouest's "Supervised Study." Frequent reference will also be made to F. M. McMurray's

"How to Study." A report or thesis of reasonable length will be required of each student.

10. Civic and National Problems (Mr. Head)

The purpose of this course will be to put teachers and others in touch with the larger problems of modern economic and social life. The course will begin with the consideration of various methods of keeping one's self in touch with national and world affairs and will then proceed with the discussion of a number of topics touching on a wide variety of subjects. The topics and class discussions will be educational, but will be rather intended to arouse interest and widen the horizon of the student in lines outside of education. A report or thesis of reasonable length will be required of each student.

11. English Poetry and Fiction Since Tennyson (Dr. Lappin)

A study of the main lines of development in recent English literature. Emphasis will be laid on the work of the following poets: Robert Bridges, William Watson, John Davidson, Stephen Phillips, William Butler Yeats, Binyon, Masfield, DeLaMare, Edward Thomas and Hardy. The following novelists will be studied: Mark Rutherford, Joseph Conrad, H. G. Wells, Bennett, Galsworthy, Moore, Hewlett, De Morgan. Assigned readings and reports. Note books.

12. Primary Methods (Miss Butler)

This course, which is designed for teachers and assistant principals who are supervising work in the primary grades, will include a discussion of aim in primary education, and a study of methods with special emphasis upon Reading, English, Story-Telling, Occupational Work, Free Period Activities and the use of the Project Method in the Primary Grades.

13. Standard Tests and Measurements (Mr. Root)

I. A brief elementary course which aims especially to familiarize the class-room teacher with the "measuring movement" in education. Choice and evaluation of tests and scales, contact with some of the most important ones, and some experience in handling tests will be provided for. Sufficient acquaintance with the simpler statistical terms and methods will be given to enable students to read the literature of the field intelligently. How to measure the results of teaching and thereby diagnose difficulties and improve class-room instruction will be the chief outcome sought.

II. A more advanced treatment of the subject designed for those who have had the equivalent of Course I and for principals and supervisors. The use of statistical methods and devices in the handling of the data obtained by measurements and in the solution of problems of educational supervision will be especially stressed.

14. Child Psychology (Dr. Chase)

A study of childhood with emphasis upon the following problems: First, physical and mental characteristics of the different periods of growth; second, differences due to heredity and environment as well as differences due to varying degrees of individual capacity; third, various modes of learning characteristic of the different periods of childhood.

15. Mental Tests (Dr. Chase)

A brief introductory study of the historical development of mental tests and the psychological principles involved in measuring intelligence followed by a more critical study of methods and results.

The emphasis of this course will not be upon training to give the tests, but upon the practical value of such measuring scales as a basis for intelligent procedure in social and educational guidance.

Practical demonstrations and review of recent literature will form an important part of class work.

Laboratory hour. The classes in child study and mental testing will have the privilege of a laboratory hour for demonstration and practical experience in application of principles studied.

This laboratory hour carries with it no additional credit, but will give valuable training in the actual giving of mental tests and in their application to individual child problems.

16. Rural School Management (Miss Bacon)

Since this course is intended primarily for those who intend to teach in Rural Schools, major attention is given to the problems found here. Among the items stressed are the following: The first day of school, use and abuse of the text, the daily program, mechanics and economy of class-room management, discipline and government, school hygiene, school room decorations, direction of play, gardening, records and reports, etc. Wilkinson's Rural School Management will be used as a text.

17. Principles and Types of Teaching (Miss Bacon)

This course deals with the fundamental principles of teaching, including the original nature of the child; the relation of physical education to mental development; the laws of appreciation, interest, association and habit formation, attention, individual differences; and the various types of teaching, organization of subject matter and lesson planning and teaching pupils how to study. Text: Strayer and Norsworthy "How to Teach."

18. Methods of Grammar and Composition (Miss Keeler)

I. Grammar: Thorough review of the fundamental principles of English Grammar; discussion of methods and problems that arise in teaching this subject.

II. Review of the principles of composition; practice in oral and written work; discussion of methods and problems.

19. Primary Literature (Miss Kempke)

A reading course chiefly, covering the principal matter in English and world literature, and supplemented by discussion of the principles of selection and method of treatment.

20. Grammar Grade Literature (Miss Martin)

Discussions of the interests and tastes of pupils of these grades. Selection of appropriate material, both prose and poetry, from classic and modern writers; intensive study of two classics selected from the state syllabus.

21. Intermediate Grade Reading (Miss Kempke)

The aim of this course is to present the objectives of teaching reading in the intermediate grades; to discuss the principles and methods of teaching both silent and oral reading; to consider means whereby the foundations may be laid for a broad and complete reading experience; to discuss the relation between teaching right reading habits and teaching how to study. Remedial work for backward children in these grades will also be considered.

22. Arithmetic, First Five Grades (Miss Davis)

The scope of this course will include the four fundamental processes as applied to integers, common and decimal fractions; modern practices in the teaching of these based on approved psychology; consideration of number facts and processes as habits to be established and memorized in accordance with the laws of learning. Suggestions to help in attainment of accuracy and reasonable speed, the relation of arithmetic to the child's everyday life, the utilization of the child's need for number as a means of motivating the work and the elimination of non-functioning types of examples and problems. Measurement of attainment by tests of Stone, Woody, Courtis and others.

23. Arithmetic, Upper Grades (Mr. Phillippi)

The course in arithmetic for the upper grades will include the subject matter called for in the New York State syllabus for elementary schools. This will include denominate numbers and their applications in business and the trades, percentage and its application in business transactions. Throughout all the work the aim will be to adapt the course to present day demands along practical lines.

24. Algebra (Mr. Phillippi)

This course is designed to meet the needs of those who expect to teach Elementary Algebra. Subject matter is reviewed and the use of the equation and formula in the solution of problems is stressed. The graph is taught in its relation to the equation and the recording of data.

25. Geography (Mr. Cooper)

I. Beginning or home geography. Observation of the sun. Cause of day and night. Variation in seasons due to number of hours of daylight. Effect of seasons on life. The shadow stick. Finding true north. Interpretation of maps. Study of local environment and industries. The earth as a whole. Land and water forms. The use of the sand table for projects. Field trips.

II. Intermediate geography. Form and motions of the earth. Causes of change of seasons. Temperature, moisture and atmospheric currents. The wind belts of the earth. Types of climate. Formation of soil. The Great Glacier. Industries. Conservation of natural resources. Trade relations. Map construction and reading of topographic maps. Projects and problems. Field excursions.

26. Geography and English in the Intermediate School (Mr. Alvord)

A course for teachers who hope to teach these subjects in the intermediate schools. It will include the selection and organization of certain parts of the subject matter and the preparation of certain type lessons sufficient to show the general character of the work in these subjects as contemplated in our intermediate schools. Methods and devices of teaching will enter the discussions and there will be a survey of the bibliography of each subject.

27. U. S. History (Miss Martin, Mr. Woellner)

1. A rapid review of American History, placing particular emphasis upon such broad general topics as: The effect of geographical features upon the history of America, the connection between European and American History, the development of the thirteen colonies and their growth into a political union, the financial question, the growth of political parties, our foreign relations, the tariff question, territorial growth, the slavery issue and a survey of social and economic problems down to the present day.

2. Methods of teaching U. S. History with discussions upon the following: The educational value of history; sources of information; choice and organization of historical facts; aims in the teaching of History; general methods for each of the various grades.

28. Nature Study (Mr. Piper)

Study of trees, flowers, weeds, birds and insects of this vicinity with a view of outlining subject matter for study in the various grades of the Elementary Schools. Discussion of practical garden work and elementary principles of agriculture.

29. General Science (Mr. Piper)

A comprehensive survey of the field of general science with special emphasis on the adaptation of subject matter to be used in science work in the Intermediate Schools. The course will be supplemented by field trips and materials obtained locally will be intensively studied in the laboratory.

30. Physical Education (Mr. Burkhardt)

I. Theory and Practice of Public School Gymnastics, relief exercises for classrooms, folk and school dances; singing games and play activities suitable for grades I and IV inclusive.

II. (a) Theory and Practice, methods and principles of gymnastics. This course will involve practical work in marching tactics, relief exercises, folk and school dances, athletics suitable for grades V to IX inclusive.

(b) Theory and Practice of organized games. Games without and with play apparatus.

(c) Special instruction will be given to both classes, covering the requirements of the New York State Physical Training Syllabus (daily health inspection, relief exercises, corrective gymnastics and talks on hygiene). Time of instruction to be announced.

Essentials of Drawing I (30 Double Periods) (Mr. Bradley)

A fundamental course in drawing designed to acquaint the student with the subject as a whole. The subject matter will be based on the work as given in the public schools generally, with especial study of the needs of primary grades.

Instruction will include: representation, design, lettering, composition, and elementary color study.

Elementary Industrial Arts (Mr. Jacobs)

This course will give a series of problems adapted to each grade in our elementary school. The purpose of the work is to give right knowledge, habits, attitudes, an appreciation of the industrial products we use, that is, an intelligent appreciation of the transformation of raw material to the finished product and what it means in the child's life today.

This course will be adopted in the City Schools of Buffalo in September, and a detail course will be presented for all teachers. Problems in sand table work, cardboard, wood, clay, paper, weaving, block-printing, drawing, design, and art appreciation. Each problem will have an important industrial significance and offer rich relationship with Geography, History and Art.

Such a course is adapted from the New State Syllabus on Art Education which is about to be published.

32. Music (Mr. Abbott, Miss Speir, Mr. Nichols)

A special music course leading to a certificate for teachers and supervisors of music in public schools is offered in the summer term. The requirements for entrance to this course are as follows:

- (1) Graduation from an approved Senior high school.
- (2) Ability to pass an elementary examination in musical theory, ear training, and music reading.
- (3) While not absolutely necessary for entrance to the special music course the ability to play the piano or an orchestral instrument is greatly to be desired; this ability will be a requirement for the special music certificate.

Credit upon examination will be given for work accomplished in any approved school.

Methods I

Study of methods of teaching music in public schools; observation lessons and study of material. Daily. Mr. Abbott.

Methods II

The course of study for elementary schools; critic teaching of fundamental principles; the art of music supervision. Daily. Mr. Abbott.

Methods III

The course of study for high schools; chorus and choral conducting; orchestra and orchestral conducting; glee clubs; applied music and class teaching as conducted in the Buffalo high schools. Daily. Mr. Abbott.

Rote Songs and Child Voice

In this course many songs, suitable for rote teaching in primary grades, are studied and individual singing of these songs is required of every student.

Careful study is also made of the child voice and of the adult voice in its relation to the teaching of rote songs. M. T. W. Th. and F. Miss Speir.

Music Reading

The art of reading music and singing at sight with syllables and words. Study of all principles of tone relation and rhythm common to vocal music. In order to pass music reading the student must be able to sing music of ordinary difficulty at sight, fluently, with syllables and words. Daily. Miss Speir.

Critic Teaching

Open to students who have passed Methods I and Methods II. Students are required to teach under the direction of the instructor in charge and in order to pass critic teaching the student must demonstrate his ability to teach any and all principles included in the course of study for elementary schools. Daily. Miss Speir.

Music Appreciation

Methods of conducting a course in music appreciation in elementary schools and study of representative material suitable for use in such a course. Miss Speir.

Harmony I

Study of intervals, triads, triad inversions, cadences and connection of triads in four-part writing. Ear training is included in this course leading to recognition through the aural sense of fundamental melodic and harmonic principles. Oral and written recitation is required. Daily. Mr. Nichols.

Harmony II

Continued study and use of the harmonic principles introduced in Harmony I together with a study of chords and modulation. The art of melodic invention and the harmonizing of melodies. Ear training, both melodic and harmonic, is continued in this course. Daily. Mr. Nichols.

History of Music and Appreciation

Study of the development of music from ancient to modern times including the lives and works of eminent composers. In connection with this course the piano and talking machine are freely used. Daily. Mr. Nichols.

Educational Psychology

Special music students who have not had preparatory training for teaching either in Normal School or college are required to take the summer Normal course in Educational Psychology.

33. Penmanship (Miss Groves, Miss Ebert)

This course is based upon the principles and methods as developed by muscular movement writing. It includes methods, model lessons, organization of courses, blackboard work, drill and practice work, and a thorough study of the mechanics and pedagogy of practical writing. The Palmer Method will be used.

34. Commercial Branches (Mr. Weafer)

Subject matter for the benefit of teachers of Stenography (Gregg), Type-writing and Commercial Law, will be presented. There may be some modification in the above selection of subjects provided the Commercial teachers who elect this work so desire.

35. Vocational Homemaking

The Buffalo State Normal School has been designated as the center for extension work and special training of teachers of domestic science and domestic art in State-aided schools. The courses include Physiological Chemistry, Advance Clothing Design and Shop Practice, the School Lunch Problem, Child Care and Training and Home Nursing, Project Method of Teaching, Relation of Homemaking Teacher to Community Problems, Homemaking in the Part-time School, Homemaking in Evening School. For particulars regarding courses, address Miss Myrtle V. Caudell, Director, Homemaking Department, State Normal School, Buffalo.

36. Vocational Industrial

Special Summer Extension Courses in Woodworking and Electricity will be offered together with Theory in Vocational Training, details of which may be secured by addressing Irving C. Perkins, Director, State Normal School.

37. Adult Immigrant Education (Mr. Peyser, Mr. Woellner, Mr. Houghton)

The special training of teachers for evening and extension teaching among adult immigrants is a necessary part of teacher training in elementary education. A special school for such teacher training will be one of the features of the summer session. Other teachers, particularly those engaged in teaching children as well as adults in immigrant communities, may register.

Three related thirty-hour courses prepared and directed by the State Department of Education are so arranged that teachers may devote their complete summer study program to this field. The courses offered, together with their contents, in brief are as follows:

Immigrant Backgrounds and Homelands (Dr. Nathan A. Peyser)

This course deals not only with the representatives of the several immigrant racial groups to be found in the usual American industrial community but also with their historical, political, linguistic, literary, art, economic, religious and cultural background. Much attention is given to the customs, traditions and characteristics of immigrants in their homelands so that teachers may become better acquainted with the people whom they desire to serve.

American Political Institutions and Government (Mr. Frederick P. Woellner)

This course is designed to familiarize the teacher with the fundamental and basic political and governmental institutions and traditions in the United States and to acquaint teachers more definitely with the structure and the functions of government under the American plan in respect to its basic principles and philosophy. This course is regarded as essential to enable teachers to present and interpret better the fundamentals of American Political Institutions.

Methods of Teaching English to Adult Immigrants (Mr. Frederick Houghton)

This course deals with the fundamental principles and methods of class organization and conduct among non-English-speaking people of mature years. Much attention is given to the various principles and methods of English instruction. Special demonstration lessons are provided. An analysis of text books and other materials for instruction together with discussions of standards of achievement and of teaching efficiency are provided.

Supplementing these three special courses a series of conferences will be held for the presentation and discussion of various features of adult immigrant education and Americanization regarded as essential in this field of educational effort. Specialists provided by the State Department of Education will be present. Whatever special features that may be possible to enrich the program will be arranged. Mr. Frederick Houghton will be in general charge.

Persons satisfactorily completing any one or all of these thirty-hour courses will be granted a certificate in each by the State Department of Education which may be used in applications for licenses to teach under rules and regulations to be announced later by the Board of Regents of the University of the State of New York.

In accordance with the general arrangements between the Normal School, the University of Buffalo and the State College for Teachers at Albany, teachers who satisfactorily complete these courses and secure state certificate and also recognition by the Normal School will be able to secure regular university credit to the amount of two credit hours for each thirty-hour course carried.

38. The Maladjusted Child (Dr. Peyser).

A study in Physical, Mental, Moral and Social Maladjustments.

Co-operation with University of Buffalo and Canisius College

The attention of students in the Buffalo State Normal Summer School is directed to certain courses offered by the University of Buffalo which may be taken parallel with work at the Normal School provided there is no conflict in the schedule of studies.

- I. English Composition and Rhetoric (Mr. Sine). 2:45-3:45 daily except Saturday. Credit, three Semester hours.
- II. American Ideals of Literature Since the Civil War (Mr. Sine). 9:00-10:00 daily except Saturday. Credit, two Semester hours.
- III. Contemporary Drama (Mr. Sine). 10:00-11:00 daily except Saturday. Credit, two Semester hours.
- IV. Intermediate Algebra (Professor Sherk). 9:00-10:00 daily except Saturday. No credit.
- V. Freshman Mathematics. 10:00-11:00 daily. Credit, two Semester hours.
- VI. Project Mathematics. 11:30-12:30 Monday, Wednesday and Friday. Credit, one hour.
- VII. Tests and Measurements (Professor Leary). 1:45-2:45. Credit, two Semester hours.

Courses in the Bible, Biology, Chemistry, Economics, English, Education, French, German, Greek, History, Latin, Mathematics, Philosophy, Physiography, Physics, Spanish and Music are offered at Canisius College. The time of these may be noted from catalog in the Principal's office.

REGISTRATION

BUFFALO STATE NORMAL SUMMER SCHOOL

1918	204
1919	620
1920	1004

BUFFALO STATE NORMAL SCHOOL

CURRICULA

1. GENERAL NORMAL COURSE 2 years
2. KINDERGARTEN-PRIMARY COURSE 2½ years
3. KINDERGARTEN COURSE 2 years
4. VOCATIONAL HOMEMAKING COURSE
4 years—B. S. Degree (In Household Arts)
5. INDUSTRIAL TEACHER TRAINING COURSE
Day Course—2 years
Evening Course—2 years
6. SUMMER SESSION
7. FOUR YEAR TEACHERS' COLLEGE COURSE—
B. S. Degree
First two years at Buffalo State Normal, last two years at
University of Buffalo or Canisius College

NOTE: After September, 1922, the General Normal and Kindergarten Courses will require three years for completion and the attainment of a life diploma.